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ABSTRACT

This article discusses a competency based teacher education program in which education majors, mid-way in their college training, are required to have a sixty-hour field experience during the semester. A method of eliminating some of the problems of evaluation of field experiences that are faced by the cooperating teacher and the college supervisor is outlined. The instrumentation strategy described in this report is an effort to provide more objective data for the evaluation of student performance in field situations. It is also an effort to make the evaluation process clear to all those involved, evaluator and evaluatee, before the evaluation begins. The instrumentation strategy is presented first, followed by a brief rationale for some of its features. Next, the method used to evaluate the instrumentation strategy and the results of the instrument evaluation are presented. The final section summarizes the instrument evaluation and provides recommendations. Appendix A contains the form used to evaluate the instrumentation strategy, and appendix B contains the complete list of comments made about the instrumentation strategy by the respondents. (JD)

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EVALUATION OF CBTE INSTRUMENTATION STRATEGY

by

Joyce W. Way, Ed.D.

August 1977

This CBTE Instrumentation Strategy was developed by a I.E.T.E. Committee composed of Gordon Mengel, Colleen North, Peter Radmore, Nancy Werder and Joyce Way. The author wishes to thank committee members for their assistance in designing this CBTE Instrumentation Strategy.

NOTE TO THE READER

In this article, CBTE refers to Competency Based Teacher Education. More specifically it refers to Competency Based Teacher Education as mandated by the State of New York for all teacher preparation institutions. The CBTE program at SUNY, Cortland has three major components of professional studies for prospective teachers. The components are referred to as Phase I, Phase II, and Phase III. The components are designed to include field experiences of increasingly greater complexity as the student moves through the phases. Students enrolled in Phase I learn general instructional techniques and have a 30 hour field experience during the semester. Students enrolled in Phase II learn special methods of instructional areas and have a 60 hour field experience during the semester. Phase III is entirely field experience and is equivalent to student teaching. This study concentrated on developing and evaluating an instrumentation strategy for the evaluation of students enrolled in Phase II field experience.

Joyce W. Way

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EVALUATION OF CBTE INSTRUMENTATION STRATEGY

INTRODUCTION

The CBTE instrumentation strategy described in this report is an experimental effort to develop an objective method for the evaluation of Phase II field experiences. Field experiences in education tend to be difficult to evaluate objectively for several reasons. First of all, a major purpose of a field experience for a student is to demonstrate in a practical setting the educational principles and skills acquired from the classroom setting. The list of educational principles and skills which might be demonstrated is endless and not always clearly defined. Obviously, a student would be expected only to demonstrate a sample of these educational principles and skills in the practical setting and these might vary from student to student depending upon the practical setting. The resulting evaluation methodology is usually either too specific to encompass the large number of principles and skills that might be demonstrated or so broad that it results in ambiguous interpretation by the users. Another problem with evaluating student field experiences is the inappropriateness of a standardized paper and pencil type test. Requiring students to take a written test is ludicrous when the important variables are the application of educational principles and skills in a practical setting.

As a result of these problems, most field experience evaluations are by the "eyeball method." Under this method, the instrumentation tends to consist of a list of ambiguous questions or statements about the student's behavior. These questions/statements revolve around lofty educational ideals which do not lend themselves to operational definitions. The evaluator confronted with this instrumentation must make subjective judgments about a student's performance and sort of "eyeball" a rating for the student onto the evaluation form. This methodology is particularly susceptible to variations in interpretation of either the questions/statements on the instrument or the student's demonstrated behavior. To add to the confusion, students are seldom oriented to the evaluation scheme. They must interpret for themselves the questions/statements on the evaluation form and present the best image possible in accordance with their interpretation of what is required. The "winner" in this methodology is the best student politician who may or may not be the best educational practitioner.

While not all of the problems associated with the evaluation of field experiences can be eliminated, some of them can be minimized. The instrumentation strategy described in this report is an effort to provide more objective data for the evaluation of student field experiences. It is also an effort to make the evaluation process clear to all those involved -- evaluator and evaluatee -- before the evaluation begins. Its main components, then, are objectivity and fairness. It will undoubtedly be criticized for its

lack of subjective data. It should be remembered, however, that subjective judgments are made from observed behaviors which are usually not standardized. Subjective systems can sometimes be standardized so everyone consistently recognizes specific behaviors as representing an educational ideal. Too frequently, however, subjective systems are built on piles of undefined data, often trivial, under the guise of a lofty ideal. Certainly this is the situation when an evaluator of students interprets "educational professionalism" as "the wearing of appropriate attire in the classroom, -- ties for men and pant suits or dresses for women, no blue jeans."

This report is organized in the following way. First, the instrumentation strategy will be presented followed by a brief rationale for some of its features. The next section will explain the method used to evaluate the instrumentation strategy and then the results of the instrument evaluation will be presented. The final section will summarize the instrument evaluation and provide recommendations. Appendix A contains the form used to evaluate the instrumentation strategy and Appendix B contains the complete list of comments made about the instrumentation strategy by the respondents.

CBTE INSTRUMENTATION STRATEGY

The following pages contain a complete description of the CBTE instrumentation strategy. The description includes the goals and objectives which a student is expected to achieve during the Phase II field experience as well as the evaluative method/scale for each objective. After the complete explanation,

the evaluative scales for the objectives are reprinted on working forms -- one form for the cooperative teacher and one form for the supervisory teacher. A special instrument was developed to evaluate classroom rapport. This instrument, entitled "Teacher Image Questionnaire," is presented next. It is composed of a series or objective items thought to reflect teacher rapport. The final form is a class summary sheet which might be used by the Education Department to provide a global view of a class's field experience evaluations. It is formated for easy computer storage. Finally, a rationale is presented which explains the features of this system. The student's cooperative teacher is the supervisor in the school classroom setting and the supervisory teacher is the Education Department supervisor.

Goals for Phase II Field Experiences

1. Student will successfully plan, implement, and evaluate the results for a series of lessons.
2. Student will successfully interact with pupils in the classroom through defined activities.
3. Student establishes a favorable rapport with pupils during the field experience.
4. Student is in attendance at assigned school for assigned days.
5. Student is punctual for assigned classroom time frame at assigned school.

Objectives and Evaluative Strategies for Phase II Field Experiences

Goal 1: The student will successfully plan, implement, and evaluate the results for a series of lessons. The series of lessons may be in one content area or in discrete content areas or some combination of both. The lessons should fit the continuity of the curriculum for the assigned classroom. Early in the field experience student, cooperating teacher, and supervisor will meet to agree on number and content area of planned lessons. The student's responsibility at this meeting will be to choose the content area(s) he/she would like to plan lessons around. The cooperative teacher's responsibility will be to ensure that the chosen content areas fit the continuity of the curriculum. The supervisory teacher's responsibility will be to develop student awareness of the range of competencies that could be related to the chosen content areas.

A. Objective 1: Written lesson plans will be received by the cooperative teacher and the supervising teacher at least one day before lessons are to be implemented.

Evaluative Strategy: Completed by cooperative teacher and supervising teacher.

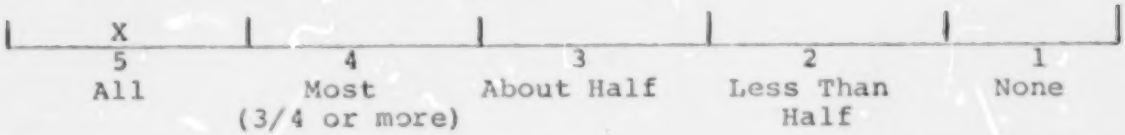
Lessons turned in:

X				
5	4	3	2	1
All	Most (3/4 or more)	About Half	Less Than Half	None

B. Objective 2: Behavioral objectives were stated in the written lesson plans.

Evaluative Strategy: Completed by cooperative teacher and supervising teacher

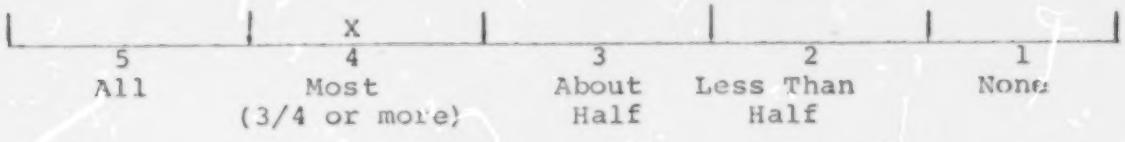
Plans with behavioral objectives:



C. Objective 3: Materials specified in the written plans were appropriate for the lessons.

Evaluative Strategy: Completed by cooperative teacher and supervising teacher

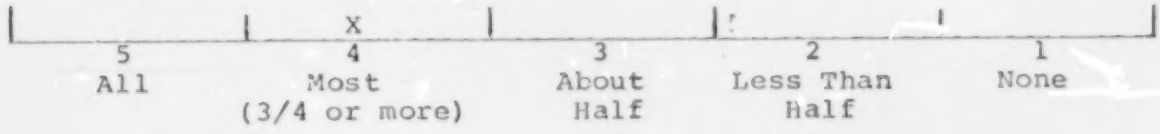
Materials that were appropriate for the lessons:



D. Objective 4: Content of lessons specified in written plans were appropriate for the lessons

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher

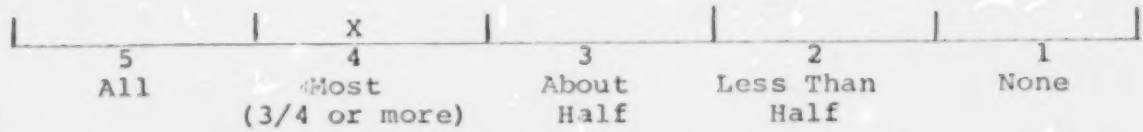
Content that was appropriate for lessons:



E. Objective 5: Motivational techniques and procedures specified in the written plans were appropriate for the lessons.

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher

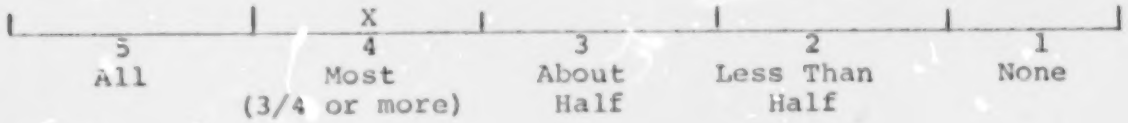
Motivational techniques and procedures that were appropriate for lessons:



F. Objective 6: Evaluation of lesson results as specified in written plans were appropriate for the lessons:

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher

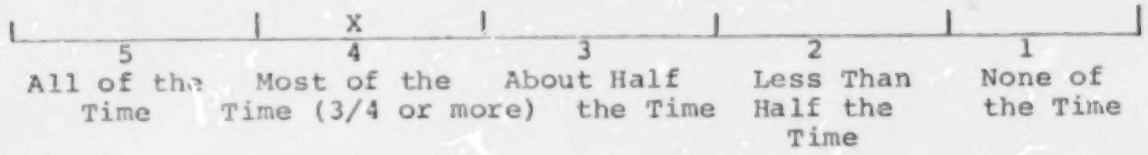
Evaluation of lesson results that were appropriate for lessons:



G. Objective 7: Implementation of written plans follows planned procedures for the lessons:

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher.

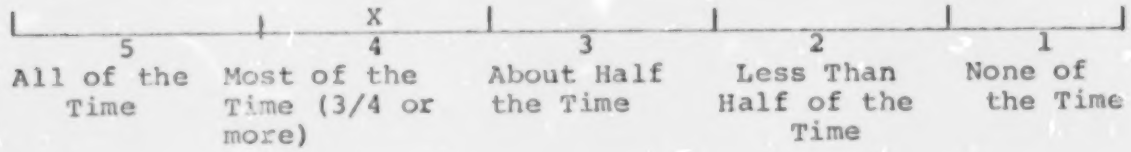
Implementation of written plans follows planned procedures:



H. Objective 8: Implementation of the written plans meets the plans' stated behavioral objectives for the lessons.

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher.

Implementation of written plans meets the plans' stated behavioral objectives:



I. Objective 9: Student demonstrates through implementation of lesson plans appropriate use of classroom learned competencies for content area and related areas covered by the lesson plans.

Evaluative Strategy: Completed by supervisory teacher. Demonstrates appropriate use of classroom learned competencies:

	X			
5	4	3	2	1
All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half of the Time	None of the Time

J. Objective 10: Evaluation of results for lessons taught are appropriately interpreted.

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher

Evaluation of results are appropriately interpreted:

	X			
5	4	3	2	1
All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half of the Time	None of the Time

Goal 2: Student will be involved in structured interaction with pupils in the classroom. The nature of this interaction with pupils will be defined early in the field experience at a meeting of the student, the cooperative teacher, and the supervisory teacher. These activities should fit the continuity of the classroom and the defined activities may be altered slightly to meet immediate classroom needs or impromptu student interests. The responsibilities for the student, coordinating teacher and supervising teacher will be the same as those listed for Goal 1.

K. Objective 1: Student appropriately completed the defined classroom activities

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher.

Defined activities were appropriately completed:

	X			
5	4	3	2	1
All of the Time	Most of the Time (3/4 or more)	About Half of the Time	Less Than Half of the Time	None of the Time

Goal 3: Student establishes rapport with pupils during the field experience

L. Objective 1: Cooperative teacher and supervisory teacher rate student's rapport with pupils as satisfactory for 80% or more of the items on the Teacher Image Questionnaire

Evaluative Strategy: Completed by cooperative teacher and supervisory teacher

Teacher indicates a rating of "always" or "almost always" for:

5	4	3	2	1
100% of the items	X 80% of the items	60% of the items	40% of the items	20% of the items

Goal 4: Student is in attendance at assigned school during assigned times. Exceptions will be made for illness if student can produce a doctor's statement to that effect and the illness does not require an absence of half or more of the assigned field experience days.

M. Objective 1: Student is in attendance at assigned school during assigned times unless excused because of illness

Evaluative Strategy: Completed by supervisory teacher and cooperative teacher

Student is in attendance:

5	4	3	2	1
All Assigned Days	X Most (90% or more) Days	About 2/3 or more of the Days	About 1/3 or more of the Days	About 1/3 or fewer of the Days

Goal 5: Student is punctual for assigned classroom time frame at school

N. Objective 1: Student is punctual for assigned classroom time frame at school

Evaluative Strategy: Completed by supervisory teacher and cooperative teacher

Student is punctual:

5	4	3	2	1
All Assigned Days	X Most (90% or more) Days	About 2/3 or more of the Days	About 1/3 or more of the Days	About 1/3 or fewer of the Days

Semester_____

EVALUATION FORM A
Supervisory Teacher

Name_____

	5	4	3	2	1
	All	Most (3/4 or more)	About Half	Less Than Half	None
A. Lessons turned in:					
B. Plans with behavioral objectives:					
C. Materials that were appropriate for the lesson:					
D. Content that was appropriate for lessons:					
E. Motivational techniques and procedures that were appropriate for lessons:					
F. Evaluation of lesson results that were appropriate for lessons:					
	All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half the Time	None of the Time
G. Implementation of written plans follows planned procedures:					
H. Implementation of written plans meets the plans' stated behavioral objectives:					
I. Demonstrates appropriate use of classroom learned competencies:					
J. Evaluation of results are appropriately interpreted:					
K. Defined activities were appropriately completed:					

Page 2
Evaluation Form A - Supervisory Teacher

	5	4	3	2	1
	100% of the items	80% of the items	60% of the items	40% of the items	20% of the items
L. Teacher indicates a rating of "always" or "almost always" for:					
	All Assigned Days	Most (90% or more) Days	About 2/3 or more Days	About 1/3 or more Days	About 1/3 or fewer Days
M. Student is in attendance:					
N. Student is punctual:					

Semester _____

EVALUATION FORM B
Cooperative Teacher

Name _____

	5	4	3	2	1
	All	Most (3/4 or more)	About Half	Less Than Half	None
A. Lessons turned in:					
B. Plans with behavioral objectives:					
C. Materials that were appropriate for the lesson:					
D. Content that was appropriate for lessons:					
E. Motivational techniques and procedures that were appropriate for lessons:					
F. Evaluation of lesson results that were appropriate for lessons:					
	All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half the Time	None of the Time
G. Implementation of written plans follows planned procedures:					
H. Implementation of written plans meets the plans' stated behavioral objectives:					
I. Evaluation of results are appropriately interpreted:					
K. Defined activities were appropriately completed:					

	5	4	3	2	1
	100% of the items	80% of the items	60% of the items	40% of the items	20% of the items
L. Teacher indicates a rating of "always" or "almost always" for:					
	All Assigned Days	Most (90% or more) Days	About 2/3 or more Days	About 1/3 or more Days	About 1/3 or fewer Days
M. Student is in attendance:					
N. Student is punctual:					

Date_____

Semester_____

Teacher Image Questionnaire

Phase II Student_____

Cooperative Teacher_____or Supervisory Teacher_____

What are your opinions concerning this Phase II Student?	Always 5	Almost Always 4	Sometimes 3	Almost Never 2	Never 1
1. Phase II Student explains things so that pupils understand them.....					
2. Phase II Student treats pupils fairly.....					
3. Pupils demonstrate respect for Phase II Student.....					
4. Phase II Student is warm and friendly toward pupils...					
5. Phase II Student seems to enjoy being a teacher.....					
6. Phase II Student allows discussion in class.....					
7. Phase II Student gives pupils school work that is interesting.....					
8. Phase II Student reacts appropriately in negative classroom situations.....					
9. Phase II Student answers questions about school work..					
10. Phase II Student listens to pupils when they want to tell him/her something.....					

Semester_____

PHASE II FIELD EXPERIENCES
Class Summary Sheet

Year_____

Goals and Objectives

Student Names	A. (5)		B. (5)		C. (4)		D. (4)		E. (4)		F. (4)		G. (4)		H. (4)		I. (4)		J. (4)		K. (4)		L. (4)		M. (4)		N. (4)	
	S.C.		S.C.		S.C.		S.C.		S.C.		S.C.		S.C.		S.C.		S.		S.C.		S.C.		S.C.		S.C.		S.C.	

Rationale for CBTE Instrumentation Strategy

Perhaps the two most outstanding features of the CBTE instrumentation strategy outlined here are its brevity and flexibility. It will be noted that the focus of the instrumentation strategy is on Phase II field experiences. However, it can easily be adapted for Phase I and Phase III field experiences by simply adjusting the complexity of the goals to fit the needs of the various field experiences. The instrumentation strategy is also applicable to any content or competency area. Students will not become "competency oriented" because the goals and objectives are not tied to any particular competency. Rather the goals provide a contractual system by which students can display their teaching "wares" so that judgments can be objectively made about their teaching competencies. Students will have a clear concept of what is expected of them and the standards used to judge their work.

It might be argued that the instrumentation is so brief that important characteristics of successful teaching are not evaluated. However, a small sample of carefully selected data will yield the same evaluative results as volumes of comprehensive data. Standardized achievement tests sample a very small part of a content domain in order to make assumptions about the entire domain. In the same way, a well selected sample in a student's teaching domain will provide valid assumptions about his/her teaching behavior.

This instrumentation strategy is designed to provide a summative evaluation of a teacher education student's field experiences. The instruments would be completed only once at the termination of the field experience so that decisions could be made about the student's competency for the phase completed. Many students and teachers may find the instrumentation useful for formative evaluations as well. For example, the instruments might be used to evaluate a particular lesson taught by the student, providing them with valuable feedback during the field experience.

While the reliability of these instruments has not been tested yet, there is reason to believe there will be good inter-rater consistency. Objectives will not be judged on a continuum; they will simply be judged on whether or not they have been successfully completed. Then the portion of successful completions is simply recorded on the evaluation form. Even the continuum used in the Teacher Image Questionnaire will be recorded as the portion of successful (always, almost always) or unsuccessful (sometimes, almost never, never) ratings.

While it may not seem so at first glance, the instrumentation strategy is related to defined competencies. Which competencies will be used as a reference in judging successful completion on an objective, will depend upon the classroom

setting and the lessons taught.

The document labeled "CBTE Instrumentation Strategies" is the outline of the evaluation plan. It should be noted that the scales are not continuous. The delineations are finer at the upper end of the scale because it is assumed that most students will receive ratings in these areas. The scales should be used as reference points for making judgments on student behavior. The "X's" on the scales indicate the minimum ratings a student must receive to successfully complete the objectives. The minimum criteria are low enough to provide for learning mistakes but high enough to insure quality performance.

The Evaluation Forms A and B are the same scales listed in the outline but printed on a form for use by the supervisory teachers (Form A) and the cooperating teachers (Form B). Goal 3, Objective 1 (L) is measured by the Teacher Image Questionnaire and is an attempt to measure student rapport with pupils. The ten items on this questionnaire are written in very simple, concrete language to promote agreement on their meaning among raters which is not always possible using more complex constructs.

The evaluation design is intended to keep students informed about their field experience progress by an objective evaluation. There should be little mystery or controversy over their evaluative status.

The Class Summary Sheet, as its name suggests, provides a summary of ratings on all objectives for all students in a phase of field experiences. The letters A through N refer to specific objectives; the numbers in parentheses refer to the minimum criteria for the objectives; and the letters S and C refer to the ratings given by the supervisory teacher and coordinating teacher for each objective.

EVALUATION OF CBTE INSTRUMENTATION STRATEGY

Methodology

An instrument was developed to evaluate this CBTE instrumentation strategy. (See Appendix A for a copy of this instrument.) Since plans drawn up on paper do not always work efficiently in practice, it was hoped that this instrument would provide feedback from the practitioners in the field on the instrumentation strategy's feasibility as a field experience evaluation. Adjustments could then be made for those aspects of the instrumentation strategy which did not work efficiently. Reliability checks were also planned for the two evaluation forms: the Student Evaluation Form A/B and the Teacher Image Questionnaire. These forms are presented on pages 10-14.

It was decided that the instrumentation strategy and its evaluation would involve 15 to 20 Phase II field experience students and their corresponding cooperative and supervisory teachers. Orientation sessions were held for the 17 students and cooperative teachers chosen to participate in this evaluation. The purpose of the sessions was to explain the CBTE instrumentation strategy, its evaluation, and the participants' responsibilities for both. At the end of the Phase II field experiences, the cooperative teacher and the supervisory teacher for each student were to evaluate the student's performance by completing the Student Evaluation Form A/B and the Teacher Image Questionnaire. Following this evaluation of the student's performance by the

cooperative teacher and the supervisory teacher, these supervisors plus the students themselves were asked to complete the evaluation form developed to evaluate the instrumentation strategy.

Unfortunately, there was a very low return rate for the CBTE instrumentaion strategy evaluation form by the participants. Of the 17 student participants, only 7 returned evaluations for a 41% return rate. Of the 17 cooperative teachers, 8 returned evaluations for a 47% return rate. These 17 students had four college supervisory teachers of which only two returned evaluations for a 50% return rate. A total of 38 evaluations were expected but only 17 were returned for a total return rate of 45%. While there may have been understandable reasons for the poor return rate, it is difficult to draw conclusions from such a poor response. The reader should be aware of this poor return rate when reading and interpreting the results in this report. The reliability checks for the two student evaluation forms were abandoned because of the low return rate. The resulting data are summarized in the following way. First, findings related to the goals and objectives of the instrumentation strategy are presented. Refer to pages 5-9 for a copy of the goals and objectives. Following this presentation, the Student Evaluation Forms A/B are presented again and the findings related to their evaluation follow. Next, the Teacher Image Questionnaire is presented again and the findings related to its evaluation are reported. Finally several

questions related to the CBTE instrumentation strategy as a whole are presented with their findings.

Evaluation of Goals and Objectives

There were three evaluative questions relating to the goals and objectives. Refer to pages 5-9 for a copy of the goals and objectives.

1. Did the goals and objectives outline the amount of work a student might be reasonably expected to do in a four week Phase II field experience?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	6	86%	7	88%	1	50%	14	82%
No	1	14%	1	13%	1	50%	3	18%
No Response	0		0		0		0	
Total	7	100%	8	101%*	2	100%	17	100%

Those individuals who responded "No" to this question were then asked if they thought the goals and objectives were too comprehensive or not comprehensive enough? Unfortunately, of the three individuals responding with a "No", only one indicated what he/she thought the difficulty on amount of work was. This individual thought the goals and objectives were not comprehensive enough.

*Percentages do not sum to 100% due to rounding error.

2. Were the roles for the student, cooperative teacher, and the supervisory teacher clearly defined under the goals and objectives?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	7	100%	8	100%	1	50%	16	94%
No	0		0		1	50%	1	6%
No Response	0		0		0			
Total	7	100%	8	100%	2	100%	17	100%

3. Keeping in mind that only a sample of behavior is being evaluated, did the choice of objectives adequately reflect important areas of focus?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	6	86%	5	63%	1	50%	12	71%
No	0		2	25%	1	50%	3	18%
No Response	1	14%	1	13%	0		2	12%
Total	7	100%	8	101%*	2	100%	17	101%*

Summary

The above responses indicate that the goals and objectives reflected an adequate amount of work for a Phase II field experience student, focused on important areas, and were clearly defined. The comments that respondents were invited to make, however, indicated some dissatisfaction with the goals and objectives, (See Appendix B for a complete list of comments made by respondents.)

Those few individuals who felt that the goals and objectives did not reflect important areas of focus suggested the following changes. It was suggested that there snould be more emphasis on the humanistic aspects (e.g.

*Percentages do not sum to 100% due to rounding error.

interpersonal relationships) and less on the mechanical aspects of teacher evaluation. There should be less emphasis on lesson plans and behavioral objectives and more concern with classroom management and rapport with children. This last comment is somewhat puzzling since one entire evaluation form concerns itself with teacher/pupil rapport. It was because rapport was considered important that an entire instrument was devoted to its assessment. Finally, there was some concern for more subjective data relating to the "quality" of teaching although the meaning of "quality" teaching was not clear. One individual suggested that Item 7 in the Goals and Objectives needed rewording.

Evaluation of Student Evaluation Forms A and B

Student Evaluation Form A and B are the same. Form A is to be used by the supervisory teacher and has one additional item than Form B which is to be used by the cooperative teacher. The additional item on Form A is one relating to the use of the defined competencies. Student respondents were asked to react to Form A. The two forms are presented on the next two pages and the findings related to these forms are presented after them.

EVALUATION FORM A
Supervisory Teacher

Semester _____

Name _____

	5	4	3	2	1
	All	Most (3/4 or more)	About Half	Less Than Half	None
A. Lessons turned in:					
B. Plans with behavioral objectives:					
C. Materials that were appropriate for the lesson:					
D. Content that was appropriate for lessons:					
E. Motivational techniques and procedures that were appropriate for lessons:					
F. Evaluation of lesson results that were appropriate for lessons:					
	All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half the Time	None of the Time
G. Implementation of written plans follows planned procedures:					
H. Implementation of written plans meets the plans' stated behavioral objectives:					
I. Demonstrates appropriate use of classroom learned competencies:					
J. Evaluation of results are appropriately interpreted:					
K. Defined activities were appropriately completed:					

Page 2
Evaluation Form A - Supervisory Teacher

	5	4	3	2	1
	100% of the items	80% of the items	60% of the items	40% of the items	20% of the items
. Teacher indicates a rating of "always" or "almost always" for:					
	All Assigned Days	Most (90% or more) Days	About 2/3 or more Days	About 1/3 or more Days	About 1/3 or fewer Days
M. Student is in attendance:					
N. Student is punctual:					

Semester _____

EVALUATION FORM B
Cooperative Teacher

Name _____

	5	4	3	2	1
	All	Most (3/4 or more)	About Half	Less Than Half	None
A. Lessons turned in:					
B. Plans with behavioral objectives:					
C. Materials that were appropriate for the lesson:					
D. Content that was appropriate for lessons:					
E. Motivational techniques and procedures that were appropriate for lessons:					
F. Evaluation of lesson results that were appropriate for lessons:					
	All of the Time	Most of the Time (3/4 or more)	About Half the Time	Less Than Half the Time	None of the Time
G. Implementation of written plans follows planned procedures:					
H. Implementation of written plans meets the plans' stated behavioral objectives:					
I. Evaluation of results are appropriately interpreted:					
J. Defined activities were appropriately completed:					

	5	4	3	2	1
	100% of the items	80% of the items	60% of the items	40% of the items	20% of the items
L. Teacher indicates a rating of "always" or "almost always" for:					
	All Assigned Days	Most (90% or more) Days	About 2/3 or more Days	About 1/3 or more Days	About 1/3 or fewer Days
M. Student is in attendance:					
N. Student is punctual:					

4. Was the form easy to use?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	8	100%	1	50%	14	82%
No	1	14%	0		1	50%	2	12%
No Response	1	14%	0		0		1	6%
Total	7	99%*	8	100%	2	100%	17	100%

5. Did you clearly understand each item?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	7	88%	1	50%	13	76%
No	1	14%	1	13%	1	50%	3	18%
No Response	1	14%	0		0		1	6%
Total	7	99%*	8	101%*	2	100%	17	100%

6. Were the scales (e.g. All, Most, About Half, etc.) for each item appropriately described?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	6	86%	8	100%	1	50%	15	88%
No	0		0		1	50%	1	6%
No Response	1	14%	0		0		1	6%
Total	7	100%	8	100%	2	100%	17	100%

7. Were the scales broad enough (e.g., should there be more than five categories)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	8	100%	0		13	76%
No	1	14%	0		2	100%	3	18%
No Response	1	14%	0		0		1	6%
Total	7	99%*	8	100%	2	100%	17	100%

*Percentages do not sum to 100% due to rounding error.

8. Were the scales narrow enough (e.g., should there be less than five categories)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	7	88%	1	50%	13	76%
No	1	14%	0		1	50%	2	12%
No Response	1	14%	1	13%	0		2	12%
Total	7	99%*	8	101%*	2	100%	17	100%

9. Was the format for the evaluation form adequate (e.g., was the layout and typing of the form satisfactory)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	6	86%	8	100%	2	100%	16	94%
No	0		0		0		0	
No Response	1	14%	0		0		1	6%
Total	7	100%	8	100%	2	100%	17	100%

Summary

There was agreement among the respondents that the student evaluation forms were easy to use, clearly understood by the users, and adequately formated. There also was agreement that the scales for each item on the forms were appropriately described and reflect sufficient categories.

Persons who responded "No" to any of the above questions were invited to comment. The following comments reflected the views of only a few individuals. The main concern was number and type of response categories for the various form items. Two individuals thought the categories should be broader, possibly 6 or 7 categories as opposed to 5 categories. They also thought the categories should be more finely delineated between the category labeled "All" and the category labeled

*Percentages do not sum to 100% due to rounding error.

"Most (3/4 or more)". Another respondent thought that the categories "All" and "None" should not be used for the extreme categories. Several people had some concern over the clarity of items, particularly items F and J. It was suggested that an orientation session might help clarify the meaning of items for users.

General comments on Student Evaluation Form A/B were made by very few people. Those few who commented felt that some subjective data should be included. Both supervisory teachers as well as one student thought the supervisory teacher's observation time was too limited to adequately use the form. Finally, one individual's comment was simply that the form was "dull."

Evaluation of the Teacher Image Questionnaire

The Teacher Image Questionnaire is an attempt to measure student rapport with pupils. The instrument is presented again on the next page followed by the nine evaluative questions related to this instrument.

Date_____

Semester_____

Teacher Image Questionnaire

Phase II Student_____

Cooperative Teacher_____ or Supervisory Teacher_____

at are your opinions concerning this Phase II Student?	Always 5	Almost Always 4	Sometimes 3	Almost Never 2	Never 1
Phase II Student explains things so that pupils understand them.....					
Phase II Student treats pupils fairly.....					
Pupils demonstrate respect for Phase II Student.....					
Phase II Student is warm and friendly toward pupils...					
Phase II Student seems to enjoy being a teacher.....					
Phase II Student allows discussion in class.....					
Phase II Student gives pupils school work that is interesting.....					
Phase II Student reacts appropriately in negative classroom situations.....					
Phase II Student answers questions about school work..					
Phase II Student listens to pupils when they want to tell him/her something.....					

10. Was the Teacher Image Questionnaire easy to use?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	4	57%	8	100%	2	100%	14	82%
No	0		0		0		0	
No Response	3	43%	0		0		3	18%
Total	7	100%	8	100%	2	100%	17	100%

11. Did you clearly understand each item?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	6	75%	1	50%	12	71%
No	1	14%	2	25%	1	50%	4	24%
No Response	1	14%	0		0		1	6%
Total	7	99%*	8	100%	2	100%	17	101%*

12. Did the items in the questionnaire adequately reflect teacher rapport?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	4	50%	2	100%	11	65%
No	0		4	50%	0		4	24%
No Response	2	29%	0		0		2	12%
Total	7	100%	8	100%	2	100%	17	101%*

13. Were there enough items in the questionnaire to adequately cover teacher rapport?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	6	75%	2	100%	13	76%
No	0		2	25%	0		2	12%
No Response	2	29%	0		0		2	12%
Total	7	100%	8	100%	2	100%	17	100%

*Percentages do not sum to 100% due to rounding error.

14. Were there too many items in the questionnaire?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	2	29%	0		1	50%	3	18%
No	2	29%	5	63%	0		7	41%
No Response	3	43%	3	38%	1	50%	7	41%
Total	7	101%*	8	101%*	2	100%	17	100%

This question appeared to confuse some people since "Yes" was actually a negative response. Nearly half of the respondents chose not to respond to this item which may have been related to the confusion in wording. Only three people indicated that there were too many items. Following this question, respondents were asked to indicate which questionnaire items should be excluded or changed. In response to this question, two individuals thought items 6, 8 and 9 on the Teacher Image Questionnaire needed rewording.

15. Were the scales (e.g., Always, Almost Always, etc.) for each item appropriately described?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	4	57%	6	75%	2	100%	12	71%
No	1	14%	0		0		1	6%
No Response	2	29%	2	25%	0		4	24%
Total	7	100%	8	100%	2	100%	17	101%*

The student who responded "No" to this question thought that the category "Always" would be almost impossible to achieve for most of the items on the questionnaire. Although none of the cooperative teachers responded "No" to this item,

*Percentages do not sum to 100% due to rounding error.

one individual also commented that the absolutes "Always" and "Never" should not be used.

16. Were the scales broad enough (e.g. should there be more than five categories)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	6	75%	2	100%	13	76%
No	0		0		0		0	
No Response	2	29%	2	25%	0		4	24%
Total	7	100%	8	100%	2	100%	17	100%

17. Were the scales narrow enough (e.g., should there be less than 5 categories)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	4	57%	6	75%	2	100%	12	71%
No	1	14%	0		0		1	6%
No Response	2	29%	2	25%	0		4	24%
Total	7	100%	8	100%	2	100%	17	101%*

Persons responding "No" to questions 16 or 17 were invited to make suggestions on how they would change the categories. No suggestions were offered by the one individual responding "No" to question 17.

18. Was the format for the questionnaire adequate (e.g., was the layout and typing of the questionnaire satisfactory)?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	5	71%	6	75%	2	100%	13	76%
No	0		1	13%	0		1	6%
No Response	2	29%	1	13%	0		3	18%
Total	7	100%	8	101%*	2	100%	17	100%

*Percentages do not sum to 100% due to rounding error.

Summary

The respondents agreed that the Teacher Image Questionnaire was easy to use, that the items were clearly understood, and that the questionnaire adequately reflected teacher rapport. They also thought that there were a sufficient number of items to adequately cover teacher rapport. When the scales for each item in the questionnaire were examined, the respondents indicated that they were appropriately described and were neither too broad nor too narrow. Finally, they agreed that the format for the questionnaire was adequate.

There were few comments made about this instrument. One person indicated that the Teacher Image Questionnaire reflected too much "quantity" and not enough "quality". Another individual thought that items 2 and 8 on the Teacher Image Questionnaire were difficult to evaluate. The previously mentioned difficulty of insufficient observational data was again a problem for supervisory teachers attempting to complete this instrument.

The Instrumentation Strategy As A Whole

The previous questions referred to specific aspects of the instrumentation strategy or to specific evaluation instruments. The following questions relate to the instrumentation strategy as a whole and its use in the evaluation of CBTE field experiences.

19. Would you recommend adopting this CBTE Instrumentation Strategy for the evaluation of Phase II field experiences?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes, the plan could be adopted with no changes	2	29%	4	50%	0	0%	6	35%
Yes, the plan could be adopted but minor revision is necessary	4	57%	2	25%	1	50%	7	41%
Yes, the plan could be adopted but major revision is necessary	0	0%	2	25%	1	50%	3	18%
Total "Yes" Responses	6	86%	8	100%	2	100%	16	94%
No, this plan is not appropriate for evaluation of Phase II field experiences	0	0%	0	0%	0	0%	0	0%
No Response	1	14%	0	0%	0	0%	1	6%
Total	7	100%	8	100%	2	100%	17	100%

Of those individuals who took the time to evaluate the CBTE Instrumentation Strategy, all except one respondent thought the instrumentation strategy could be adopted for use in evaluating Phase II field experiences. The one exception was a student who chose not to respond to this particular question at all. Seventy six per cent of these respondents thought the plan could be adopted as it is or with minor revisions.

20. If the complexity of the goals and objectives were adjusted to fit the needs of Phase I and Phase II field experiences, would you recommend adopting this CBTE Instrumentation Strategy for the evaluation of Phase I and Phase III field experiences?

	Students		Cooperative Teachers		Supervisory Teachers		Total	
Yes	4	57%	4	50%	0		8	47%
No	2	29%	1	13%	1	50%	4	24%
No Response	1	14%	3	38%	1	50%	5	29%
Total	7	100%	8	101%*	2	100%	17	100%

While this was a very appropriate question to ask, it was impossible for some people to answer. Some of the cooperative teachers indicated that they had never supervised Phase I and/or Phase III students; therefore they did not have the experience necessary to make a judgment on the appropriateness of the plan for other field experiences. While the students had been through Phase I field experience they obviously had not been through Phase III field experience. Even so, nearly half the respondents thought that the instrumentation strategy

*Percentages do not sum to 100% due to rounding error.

would be appropriate for Phase I or Phase III field experiences.

The final question was addressed to students only.

21. Did you feel that your Phase II field experience was fairly assessed using this CBTE Instrumentation Strategy?

	Students	
Yes	5	71%
No	0	0%
No Response	2	29%
Total	7	100%

There were several student comments related to this question. One student felt the field experience had been fairly assessed by the cooperative teacher because she had adequate observational data available on the student to complete the evaluation forms. However, the student felt that the supervisory teacher had not observed enough behavior to adequately evaluate the student using these instruments. Another individual commented that he/she had not seen the results of his/her evaluation and, therefore, was not sure whether the evaluation had been fair.

Finally, respondents were invited to make comments about any concerns which were not addressed in this evaluation of the CBTE instrumentation strategy. One person indicated concern that the instrumentation strategy did not reflect dynamic growth. This individual felt that a student could be at the same point when departing as when entering the field experience. Another person commented that the instrumentation strategy was easy to use. A third individual thought that if the instrumentation strategy were used for all three field

experience phases that it would show student growth. Finally, one of the cooperative teachers made this comment:

"Whatever confusions or comments I have; I feel this instrument is a gigantic step in a positive direction for assessment. I want to help improve it -- not knock it!"

SUMMARY AND RECOMMENDATIONS

Summary

The response to the CBTE instrumentation strategy was favorable from those individuals who took the time to evaluate it. The instrumentation strategy reflected appropriate areas and amount of work for Phase II field experience students and the roles of the student, cooperative teacher, and supervisory teacher were clearly defined for these respondents. Respondents indicated that both the Student Evaluation Form A/B and the Teacher Image Questionnaire were easy to use and clearly understood and the scales for each item on these forms appeared to be adequate.

Ninety-four percent of the respondents recommended using this instrumentation strategy for the evaluation of Phase II field experiences and 76% recommended its use with little or no revision. There was less support for adapting the plan for use in Phase I and III field experiences, however, the large number of individuals not responding to this question may have reflected an inability to make a judgment on this issue. Some of the respondents indicated that they lacked

experience with Phase I or Phase III field experiences. All of the students responding to the question about the fairness of the instrumentation strategy for evaluating them responded positively.

A minority of respondents offered suggestions for changes in the instrumentation strategy. Their concerns centered mainly on their need for subjective data and the inability of the supervisory teacher to effectively use the plan because they lacked observational data.

Recommendations

It is recommended that this plan be used with cooperative teachers for the evaluation of Phase II field experiences. Different evaluation forms should be developed for supervisory teachers. The difficulty supervisory teachers had using this plan is a reflection of the larger problem supervisory teachers have in evaluating students from extremely limited observational data. This instrumentation strategy merely illuminated the existing problem more vividly because concrete observational data were required. Evaluating students with subjective data tends to mask the weakness of this type of evaluation because there is no way to check on the subjective judgments. It is unlikely that the hectic supervisory teaching schedule can be eased enough for the supervisory teachers to collect adequate data for the existing evaluation forms. It is recommended that a different evaluation form be developed for the supervisory teachers which reflects the kind of data more readily available to supervisory teachers. Possibly a

committee of supervisory teachers could be formed to draft this instrument. A committee also might be formed to reword some of the items in both the Student Evaluation Form and the Teacher Image Questionnaire and perhaps the wording of one or two of the objectives.

A section for open ended comments might be included on both the Student Evaluation Form and the Teacher Image Questionnaire so that issues and concerns related to particular items could be addressed by supervisors. The open ended comments section would provide opportunity for comment on concerns not covered by the evaluation. However, the supervisor who thought the existing evaluation items adequately reflected a student's benavior would not be burdened with extra work.

The revised instruments should be used with a whole class and a reliability check made on them. If the instrumentation strategy, after revisions and reliability checks, is demonstrated to be satisfactory, the possibility of its adaption for Phase I and/or Phase III should be explored further.

APPENDIX A

EVALUATION FORM

FOR

EVALUATION OF CBTE INSTRUMENTATION STRATEGY

FOR PHASE II FIELD EXPERIENCES

Evaluation of CBTE Instrumentation Strategy
for Phase II Field Experiences

Check One:

_____Student

_____Supervising Teacher

_____Cooperative Teacher

A. The following questions refer to the Goals and Objectives for this instrumentation strategy:

1. Did the Goals and Objectives outline the amount of work a student might be reasonably expected to do in a four week Phase II field experience? ___yes ___no

   if no, were the goals: Too comprehensive? ___yes ___no
   Not comprehensive enough? ___yes ___no

2. Were the roles for the student, coordinating teacher and supervising teacher clearly defined under the Goals and Objectives? ___yes ___no

3. Keeping in mind that only a sample of behavior is being evaluated, did the choice of objectives adequately reflect important areas of focus? ___yes ___no

Please respond to any items you check "no"

Other comments on the goals and objectives

B. The following questions refer to Evaluation Forms A and B. These two forms are exactly the same. Form A is to be used by the supervisory teacher and has one additional item than Form B which is to be used by the cooperating teacher. React to whichever form you used. Students may wish to react to Form A.

4. Was the form easy to use? ____yes ____no

5. Did you clearly understand each item? ____yes ____no

6. Were the scales (e.g., All, Most, About Half, etc.)for each item appropriately described? ____yes ____no

7. Were the scales broad enough (e.g., should there be more than five categories)? ____yes ____no

8. Were the scales narrow enough (e.g. should there be less than five categories)? ____yes ____no
If you answer no to 7 and 8, how many categories would you recommend and how would you define them?

9. Was the format for the evaluation form adequate (e.g. was the layout and typing of the form satisfactory)? ____yes ____no

Please respond to any items you checked "no"

Other comments on the evaluation form

C. The following questions refer to the Teacher Image Questionnaire:

10. Was the Teacher Image Questionnaire easy to use? ____yes ____no

11. Did you clearly understand each item? ____yes ____no

12. Did the items in the questionnaire adequately reflect teacher rapport? ____yes ____no

13. Were there enough items in the questionnaire to adequately cover teacher rapport? ____yes ____no

14. Were there too many items in the questionnaire? ____yes ____no
If no to 12, 13 or 14, which items should be left out? (circle) None, 1,2,3,4,5,6,7,8,9,10

Which items should be changed? None, 1,2,3,4,5,6,7,8,9,10

15. Were the scales (e.g. Always, Almost Always, etc.) for each item appropriately described? ____yes ____no

16. Were the scales broad enough (e.g. should there be more than five categories)? ____yes ____no

17. Were the scales narrow enough (e.g. should there be less than five categories)? ____yes ____no
If no to 16 or 17, how many categories would you recommend and how would you define them?

18. Was the format for the questionnaire adequate (e.g., was the layout and typing of the questionnaire satisfactory)? ____yes ____no

Please respond to any items you checked "no"

Other comments on the questionnaire

D. The following questions refer to the Instrumentation Strategy as a whole.

19. Would you recommend adopting this CBTE Instrumentation Strategy for the evaluation of Phase II field experience?

_____yes, the plan could be adopted with no changes

_____yes, the plan could be adopted but minor revision is necessary

_____yes, the plan could be adopted but major revision is necessary

_____no, this plan is not appropriate for evaluation of Phase II field experiences

20. If the complexity of the goals and objectives were adjusted to fit the needs of Phase I and Phase III field experiences, would you recommend adopting this CBTE Instrumentation Strategy for the evaluation of Phase I and Phase III field experiences? _____yes _____no

21. Students Only:

Did you feel that your Phase II field experience was fairly assessed using this CBTE Instrumentation Strategy? _____yes _____no

Any other comments over concerns not covered in this questionnaire:

APPENDIX B

COMPLETE LIST OF COMMENTS BY RESPONDENTS ON CBTE INSTRUMENTATION STRATEGY

Comments by Cooperative Teachers

A. Comments on Goals and Objectives

Too much emphasis is placed on students preparing lesson plans for everything that is taught everyday. A teacher will be able to judge if a student is prepared without having written plans for each lesson taught. Does time permit a student to be a student and still fulfill all these goals and objectives.

I would like to see much more emphasis on the humanistic (i.e. personal relationships) and less on the mechanical aspects of teaching evaluation.

I feel more is needed to support Objective 7 -- written plans can be implemented but learning will not necessarily take place. So a student could execute procedure but not be teaching and there is no where to deal with whether or not the student is dealing with the crux of teaching.

I found myself concerned that the form seems to indicate quantity but not quality.
_____ is outstanding in the way she plans and carries out lessons -- so in step with the children, for instance, G tells how many times but it does not indicate that she is super! (An average student could get "always" checked, too.)

Comments made verbally to supervisory teacher after conferences:

Teachers and students were negative about items 1-2-3 (of the Evaluation of the CBTE Instrumentation Strategy) and yet several marked "yes"!

General comments by the three teachers: too much emphasis on behavior objectives. Should be more concern with classroom management, rapport with children, etc.

B. Comments on Student Evaluation Form A/B

8.* I don't think you can use always or never on the true scale some where between.

9. Each time I read some of them I thought it might mean something different. A discussion group would probably remedy this.

I think there has to be some essay part to the form in order to really evaluate the student properly; checks will never do it.

*Numbers at left refer to questions on the Evaluation of the Instrumentation Strategy form

Dull.

Comments made verbally to supervisory teacher after conferences:

8. Comments from teachers: 5-7 categories -- something between 100% and 75% on scale.

   Items F and J (on the Student Evaluation Form) caused comments. Two of the three teachers felt these weren't very clear.

C. Comments on Teacher Image Questionnaire

12. (#8 on Teacher Image Questionnaire):

    Reacting to situation is one part to learn; appropriately is another part to learn.

    Here again, I feel badly because my checking always on the T.I.Q. does not tell anyone how good she is but rather the number of times. (Tells when but not how)

15. Absolute all or never should not be used.

D. General Comments

Does not include growth dynamic: person could be at same point when enters and departs.
If this instrument were in all phases, it would show growth.

Very easy to use!

It must be said: Whatever confusions or comments I have; I feel this instrument is a gigantic step in a positive direction for assessment. I want to help improve it -- not knock it!

Comments made verbally to supervisory teacher after conference:

20. Teachers couldn't answer (Didn't really know I, III)

Comments by Students

A. Comments on Goals and Objectives

but no details on performance

A person could turn in 10 really great lesson plans and give these lessons beautifully but if each time he really doesn't teach but tests something; then isn't this something to consider as part of this questionnaire.

B. Comments on Student Evaluation Form A/B

I didn't actually use the form so I am responding to what I saw when I read the form. I don't feel that the supervisor saw enough of me to be able to fill out a form using the scales that were given.

The teacher or superior should write comments why they answered.

Why do I have to answer these questions when they really do not pertain to me, the student, at all.

C. Comments on Teacher Image Questionnaire

18.* The scale of always is almost impossible to achieve all the time for most of these categories.

D. General Comments

Why isn't there a special questionnaire just for the students to fill out about their own views toward this field experience.

21. Not sure, I would like to see my evaluation and then decide.

I feel that my field experience was fairly assessed by tne cooperating teacher because she was around all the time and could more accurately assess me using these scales.

The supervisor didn't see me enough to answer "all the time" etc.

*Numbers at left refer to questions on the Evaluation of the Instrumentation Strategy form

Comments by Supervisory Teachers

A. Comments on Student Evaluation Form A/B

9.* I found that I had insufficient observation data to complete the forms.

B. Comments on Teacher Image Questionnaire

10. It would be if I had sufficient observations.
11. Question #2 and 8 prove difficult.
14. Confusing

*Numbers at left refer to questions on the Evaluation of the Instrumentation Strategy form